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ABSTRACT

The purpose of this paper is to propose policies and priorities for State Library activity in continuing library education for fiscal years 1977, 1978, and 1979, and to provide background information needed to evaluate these proposals. Section II of this paper outlines the context for continuing library education in terms of: (1) the citizens and their library and information needs; (2) the libraries (public, school, university, institution, special) of the state; (3) the librarians themselves. Section III focuses on eight important Ohio library development issues (funding, interlibrary cooperation, improved library services, library management, public relations, technology, audiovisual services, library standards) and identifies the implications of these issues for continuing library education. Section IV discusses the resources available to meet the continuing education needs identified. Section V is a statement of the major problems which may inhibit the most effective application of these resources. The next section identifies the major strategic options available to the State Library, including a statement of the relevant goals and identification of some constraints relating to each. The paper concludes with a recommended plan of action and specific program objectives. (Author/JAB)

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A. Implement a coordinated state-wide program of continuing library education and training which is responsive to the needs of all Ohio librarians at all levels of responsibility. 52

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I. Purpose and Scope of this Paper

The purpose of this paper is to propose policies and priorities for State Library activity in continuing library education for fiscal years 1977, 1978, and 1979, and to provide background information needed to evaluate these proposals.

Section II of this paper will outline the context for continuing library education in Ohio in terms of:

1) the citizens of Ohio and their library and information needs.
2) the libraries of the state.
3) the librarians themselves -- the people who have the responsibility for delivering library services to Ohio's citizens.

Inasmuch as the State Library's concern for continuing library education is directly related to its statutory responsibility for library development, the paper will next focus on eight important Ohio library development issues (Section III) and it will identify the implications of these issues for continuing library education in the 1977-1979 period. Section IV discusses the resources available to meet the continuing education needs so identified. Section V is a statement of the major problems which may inhibit the most effective application of these resources.

The next section of the paper (VI) will identify the major strategic options available to the State Library, including a statement of the relevant goals or goals for each and identification of some of the constraints relating to each.

The paper will conclude with a recommended plan of action, including specific program objectives for the fiscal years 1977-1979.

II. The Context for Continuing Library Education Work in Ohio

A. The Citizens of Ohio and their Library and Information needs. [1]

The 10.6 million residents of Ohio have a variety of needs for library service. Within this population there are a large number of groups of users and potential users who use, or can use, Ohio libraries for information, education, research, cultural and recreational purposes. Aside from numbers of students or census figures for age groups or political units, it is difficult to assign a numerical count to these groups as users or potential users of library service. The numbers used below will not, if added, equal the total population of the State. The overlap derives in part from the concept of "target groups," which relates to the need for a library or organization to identify specific groups of people before it can assess their needs or develop service programs to meet these needs. Each library can identify target groups within its service community. Statewide communities and target groups include:

2.5 million elementary and secondary school students.

23,319 students in technical schools.

396,706 college and university students.

29,916 persons housed in state-supported corrections, mental hygiene, or other institutions.

Adults with specialized information needs related to professional, business or decision-making responsibility.

Individuals concerned with their own self-development, including those who need information for personal or vocational advancement and materials for constructive use of leisure time.

The disadvantaged. There are 1,041,000 Ohioans below the "poverty income" level according to the 1975 Statistical Abstract of the U.S. There are others who are disadvantaged as a result of poor educational background, ethnic or racial discrimination, or employment.

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[1] Information is this section is quoted or paraphrased from The Ohio Long Range Program for Improvement of Library Services, p. 12-14.

Some 393,624 physically handicapped persons.

The aged. The 1970 census reports 997,694 Ohioans 65 years of age or older. In 52 counties (all but two are rural) from 10% to 15% of the county population is over 65 years of age.

Some 2.6 million rural people whose access to library resources and services is limited. The 53 predominantly rural counties upon which they depend are for the most part severely limited in resources. Some of the smallest and most impoverished libraries of the State are in these counties.

1.402,352 persons with limited English speaking ability.

Within the total population of the State there is a significant number of persons of all ages who are not now library users and who probably will not become users within the next five years. Library efforts may well be directed toward improved service to users, identification of reasonable numbers of potential users from within a wide range of target groups, and services to both based upon needs.

Ohio library users have specific needs for library services, and may encounter problems in using libraries -- many of these needs and problems cut across lines of locality, type of library, or involve special circumstances. Among those which have significance in developing continuing education policy are:

Technical specialists have difficulty in ascertaining what information is available, in what format, in what location, and how to obtain access to it.

Assurance is needed that the information or material provided is complete, accurate, and timely.

Access - many adults with specialized information needs live in communities which lack specialized resources or access to them.

Access to specialized collections in such fields as law and medicine is often restricted.

Hobbyists and specialists develop an expertise beyond the range of those books and materials available locally.

Some people with unmet information needs have difficulty in using printed materials and conventional library services.

Many handicapped and aged readers unable to reach regular library facilities need extra services and specialized materials (home delivery, and large-print books, talking books, etc.). Libraries of all types are often inaccessible to persons in a wheelchair or on crutches: 145 public libraries and 197 branch public libraries lack provision for such handicapped persons, and some academic libraries are similarly inaccessible.

Demands for assigned or reserve material often over-tax school and academic library facilities and require the student to go to other libraries which may not have what he needs.

Current teaching methods and learning styles emphasize independent study at increasingly lower levels placing the burden of locating resource materials on the individual student.

Units of study covered simultaneously by one or more classes of the same grade level cause heavy demand for material in the unit's subject area and it often becomes difficult to find material on this subject.

Differing policies and practices in organization of library materials cause frustration on the part of some users and require additional orientation of users.

Large numbers of potential users are unaware of library resources and services.

B. The Libraries of Ohio[2]

Ohio's library resources and services are sometimes called a statewide system. Actually, the more than 2700 libraries form a complex of autonomous systems and sub-systems. They range from a library of more than 3 million books staffed by specialists to a storefront collection maintained by a part-time staff member, and from a school library media center in an elementary school to the major collections of universities or research institutions.

Within this "universe" of nearly 3000 libraries, there are variations in governance, patterns of financial support, and service programs as well as in size. These libraries include:

Libraries in 113 colleges and universities. There are 12 public supported universities each of which is governed by a board of trustees. The 48 two-year public supported campuses and 53 privately supported institutions each have their own structure for governance.

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[2] Material in this section quoted or paraphrased from Ohio Library Development and Interlibrary Cooperation, The State Library of Ohio, 1975.

The nine-member State Board of Regents is charged with the responsibility for the development of higher education in Ohio. The law requires the Board to formulate a master plan for higher education in Ohio and to report annually to the Governor and the General Assembly. For state institutions of higher education the Board approves or disapproves the establishment of new branches or academic centers or technical institutes; approves new degrees and degree programs; assists in making the most effective use of existing facilities and personnel; and recommends programs which should be offered. It also presents recommendations for a state financed capital planning program for higher education, the establishment of new State institutions of higher education, and legislative appropriations for higher education.

249 Public Libraries (with 386 branches and 82 bookmobiles). These range in size from the 3.2 million volume collection in the Cleveland Public Library, one of the great research libraries in the nation, to the 6,000 books in the Alger Public Library in Hardin County. Each of these 249 public libraries is governed by a locally appointed board of public library trustees. Ohio's library laws give public library trustees broad authority to provide library services. The trustees determine the objectives and programs of the library systems for which they are responsible and have complete freedom in the selection of staff and determination of policy. Ohio's system of public library finance, a tax on intangible property, is unique among the states, and tends to strengthen the position and responsibility of public library trustees inasmuch as it removes some of the fiscal constraints under which public library boards in other states must operate.

Public libraries in 74 counties participate in some kind of formal interlibrary cooperation on a multicounty basis. Twelve libraries in 11 counties formed Ohio's first Area Library Service Organization (ALSO) in 1973 and receive

State subsidy funds for ALSO operation. Another 154 public libraries in 63 counties have organized 9 multicounty cooperatives, assisted by Federal Library Services and Construction Act funds grants by the State Library Board. Multicounty cooperatives (MCCs) include more than public libraries: 35 libraries of other types were participating in MCCs as of January, 1977.

School Library/Media Centers in 4251 public schools and 793 privately supported schools. As in the case of universities, school libraries are a part of a system. The authority for Ohio's public school operation rests with the Ohio General Assembly. A 24 member elected State Board of Education has primary responsibility for statewide educational policy. The direction, administration and the financing (which is shared by the State and local government taxing units) of the public schools is delegated to the 617 individual school districts in the State. These 617 boards of education are responsible for approximately 4,250 school buildings in the State, including 749 high schools, 68 vocational schools, 277 junior high schools and 3,136 elementary schools. An additional 132 high schools and 661 elementary schools in Ohio are privately supported.

While school library development has traditionally centered at the building level, recent developments in educational administration, consolidation of school districts, and the influence of federal funds made available under the Elementary and Secondary Education Act (ESEA) have resulted in the appointment of school library supervisors and increased development of centralized services.

There are both state and regional accrediting standards. Those established by the State Board of Education have an impact upon all school libraries, and the standards established by the North Central Association of Colleges and Secondary Schools directly affect secondary school library services.

The appointment of a Supervisor of libraries within the Division of Elementary and Secondary Education in the State Department of Education in 1970 provided a

focus for attention to school library planning and development at the State level. The efforts of school librarians and some $40 million in ESEA Title II funds have helped many schools develop a well-organized library media center.

43 Institution Libraries. The 43 libraries in Ohio's 49 state-supported institutions include those in mental hospitals, adult correctional facilities, juvenile correctional institutions, institutes for the mentally retarded, Schools for the Blind and for the Deaf, an orphanage, and the retired Soldiers' and Sailors' Home.

Twenty-five institutions are administered by the Department of Mental Health and Mental Retardation, 8 by the Department of Correction and Rehabilitation, 11 by the Ohio Youth Commission (OYC), 2 by the State Department of Education, and 2 are independent.

In individual institutions, responsibility for the library is assigned to any of several organizational units. In most mental hospitals, the library is the responsibility of the Activity Therapy Department; in the OYC it is part of the Education Department, as is the case with the Schools for the Blind and for the Deaf and the one orphanage; in Corrections, the libraries are the responsibility of the educational Administrator at the Central office level, and the Director of Education in the individual institution. While this description is limited to those institutions which are state-supported, it is recognized that there are also residential institutions in each county. Decisions on programs and resources for these institutions are made locally.

315 Special libraries in private organizations, such as corporations and associations, and in publicly supported government agencies. These libraries include both tax and privately supported collections and information centers, such as those of Libbey-Owens-Ford, the Ohio Agricultural Research and Development

Center, Cleveland Art Institute, Battelle Memorial Institute, The State Library of Ohio, The Rutherford B. Hayes Library, and such federal government libraries as the Federal Reserve Bank of Cleveland and U.S. Veterans Administration Center in Dayton. Collection and service policies are determined by the institution of which the library is a part.

The State Library, the principal reference library for state government, and a major reference and interlibrary loan service for other Ohio libraries. Section 3375.01 of the Ohio Revised Code assigns to the State Library Board responsibility for "a statewide program of development and coordination of library services" and delineates specific responsibilities of the State Library Board and the State Librarian. These include the responsibility to accept, receive, administer and expend money and other resources from public and private sources, including the federal government, for "the improvement of public library services, interlibrary cooperation, or for other library purposes" and to "encourage and assist the efforts of libraries and local governments to develop mutual and cooperative solutions to library service problems and to recommend to the Governor and to the General Assembly such changes in the law as will strengthen and improve library services and operations."

C. The Librarians of Ohio

One of the most important and crucial resources of Ohio libraries is the corps of librarians and support staff who provide the essential link between the physical resources of the library and the clientele it wishes to serve. The following statistics outline the numbers of librarians but give little indication of the wide range of tasks and responsibilities or the skill and ingenuity of Ohio's librarians.

Table 1. OHIO LIBRARY PERSONNEL

1975[3]

Type of Library	Number	Total Professionals	Other Staff	Total Staff	Total Library Operating Expenditures	Salary	%
Public Libraries	250	1,017	4,092	5,109	$65,991,167	$35,636,076	54.0
Public School Library/Media Centers	1,828[a]	1,942[b]	NA	(1,942)	NA	NA	
Libraries in Post Secondary Educational Institutions	120	766	1,138	1,904	37,439,681	14,890,908	47.8
Institutions	43	7	38	45	611,978	458,548	74.9
Special	144	160	306	466	7,231,335[c]	3,765,785[c]	52.1
The State Library[d]	1	32	111	143	2,121,616[e]	1,505,623	71.0
TOTALS	2,386	3,924	5,685	9,609	$150,307,314	$59,256,940	52.3[f]

a. Total number of school library media centers are estimates for elementary and secondary schools
b. Professionals are those persons certified by the State Department of Education as librarian or media specialist.
c. Fiscal data are based upon reports from 82 libraries.
d. Statistics are based upon fiscal year 1975.
e. Includes Library Development and functions other than library operation.
f. The "total operating" for public school library/media centers was not used in calculating this percentage.

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3 Data from the Ohio Directory of Libraries - 1976, State Library of Ohio, 1976.

The quality of library service in Ohio is directly related to the performance of these 3900 librarians and 5600 support staff -- and their performance is dependent to a great extent on the levels of initial training, experience, and continuing education which is made available to them. It is this sequence of dependent relationships which creates the need and the high priority for staff development and continuing education activity.

The following tables indicate the distribution of staff among the eight metropolitan counties, the nine MCCs and OVAL.

Table 2. Geographical Distribution of Public Library Graduate and Support Staff[4]

A. Metropolitan Counties

County	Total Population	Number of Graduate Degrees	Graduate Degrees Population	Total Staff	Total Staff Population
Cuyahoga	1,721,000	380	1 per 4530	1338	1 per 1287
Franklin	833,000	72	1 per 11,570	373	1 per 2234
Hamilton	924,000	126	1 per 7330	440	1 per 2100
Lucas	484,000	74	1 per 6550	291	1 per 1665
Mahoning	303,000	35	1 per 8670	143	1 per 2122
Mongtomery	606,000	44	1 per 13,780	197	1 per 3077
Stark	372,000	23	1 per 16,180	239	1 per 1557
Summit	553,000	72	1 per 7680	303	1 per 1826
TOTAL	5,796,000	826	1 per 9540	3324	1 per 1744

[4] All staffing figures in this and subsequent tables are in terms of Full Time Equivalents.

B. Multicounty Cooperatives and the
Area Library Service Organization (OVAL)

County	Total Population	Number of Graduate Degrees	Graduate Degrees Population	Total Staff	Total Staff Population
COIN	460,500	26.5	1 per 17,400	168	1 per 2741
L/M INFO	339,600	20.1	1 per 16,900	117	1 per 2903
MILO	1,087,000	63.1	1 per 17,200	386	1 per 2816
MOLO	536,000	30.2	1 per 17,800	297	1 per 1804
NOLA	805,500	63.2	1 per 12,800	330	1 per 2441
NORWELD	551,600	38.3	1 per 14400	245	1 per 2251
OVAL	401,800	8	1 per 51,350	107	1 per 3839
SOLO	328,000	11	1 per 29,800	93	1 per 3527
SWORL	312,000	4.3	1 per 72,600	83	1 per 3759
WORLDS	348,900	11.5	1 per 30,340	157	1 per 2222
TOTAL	5,179,900	276.2	1 per 18,750	1983	1 per 2612

Extreme caution should be used in interpreting data of this kind. For instance, a low ratio of professional staff to population is not an indicator of high quality library service. If we were to demonstrate that such service existed we would probably find that a low staff to population ratio was a major cause or factor in the delivery of library service.

However, some deductions can be made from Table 2.

1. Of the more than 1000 graduate degrees in Ohio's public libraries, more than 800 are found in the eight metropolitan counties. Since these counties contain half of Ohio's population (5,796,000) it follows that 80% of the graduate degrees are providing service to half the population, mostly urban, while 20% of the graduate degrees are serving the remaining 50% of the population, most of which is rural or non-metropolitan.

2. The ratio of professionals to population in the metropolitan counties follows the ranking order in per capita income to some extent but not consistently. Cuyahoga, Hamilton, and Lucas have the three highest per capita incomes among metropolitan counties and rank 1, 3, and 2 respectively in terms of professional to population ratio. Franklin, Summit, and Stark rank 4, 5, and 6 in metropolitan county per capita income but rank 6, 4, and 8 in professional to population ratio. Montgomery and Mahoning are 7 and 8 in income and 7 and 5 in professional to population ratio.

3. In comparing metropolitan areas to multicounty areas we find that the metropolitan counties with the lowest ratio of professionals to population (1 to 16,180; 1 to 13,780 and 1 to 11,570) overlap the "higher" end of the MCC scale (1 to 12,800; 1 to 14,400; 1 to 16,900).

4. The statewide ratio of graduate degrees to population is 1 to 10,100. SWORL (1 to 72,600), OVAL (1 to 51,350), WORLDS (1 to 30,340), and SOLO (1 to 29,800) fall far short of the statewide figure.

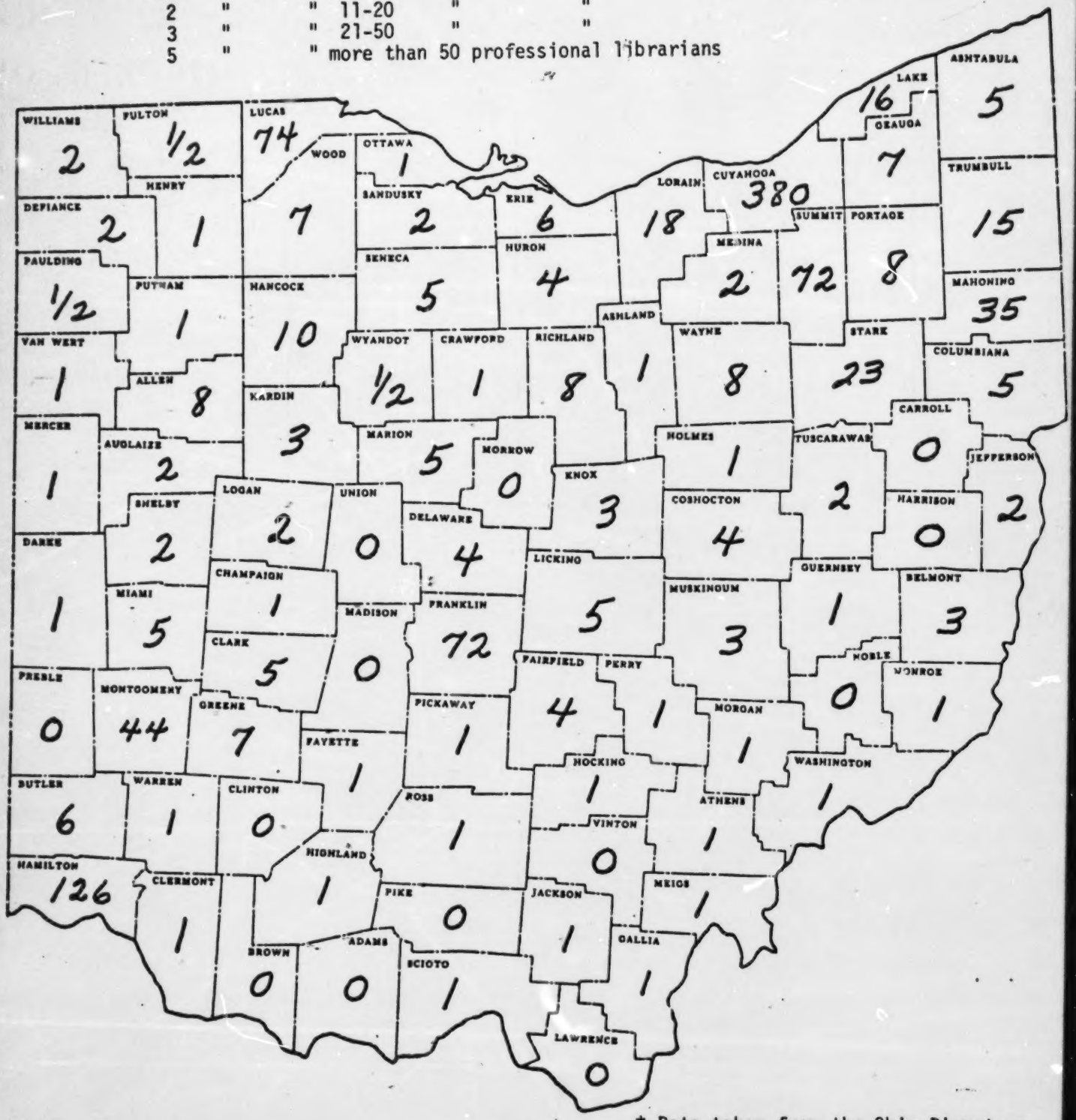
Table 3. Ratio of Professional Staff to Support Staff

County, MCC or ALSO	Support Staff	Professional Staff	Ratio
Cuyahoga	958	380	2.5:1
Franklin	301	72	4.2:1
Hamilton	314	126	2.5:1
Lucas	217	74	2.9:1
Mahoning	108	35	3.1:1
Mongtomery	153	44	3.5:1
Stark	216	23	9.4:1
Summit	231	72	3.2:1
COIN	141	26.5	5.3:1
L/M INFO	97	20	4.8:1
MILO	323	63	5.1:1
MOLO	267	30	8.8:1
NOLA	267	63	4.2:1
NORWELD	206	38	5.4:1
OVAL	99	8	12.4:1
SOLO	82	11	7.4:1
SWORL	78	4.5	17:1
WORLDS	145	11.5	6.6:1

Chart 1. DISTRIBUTION OF GRADUATE DEGREES -- BY COUNTY *

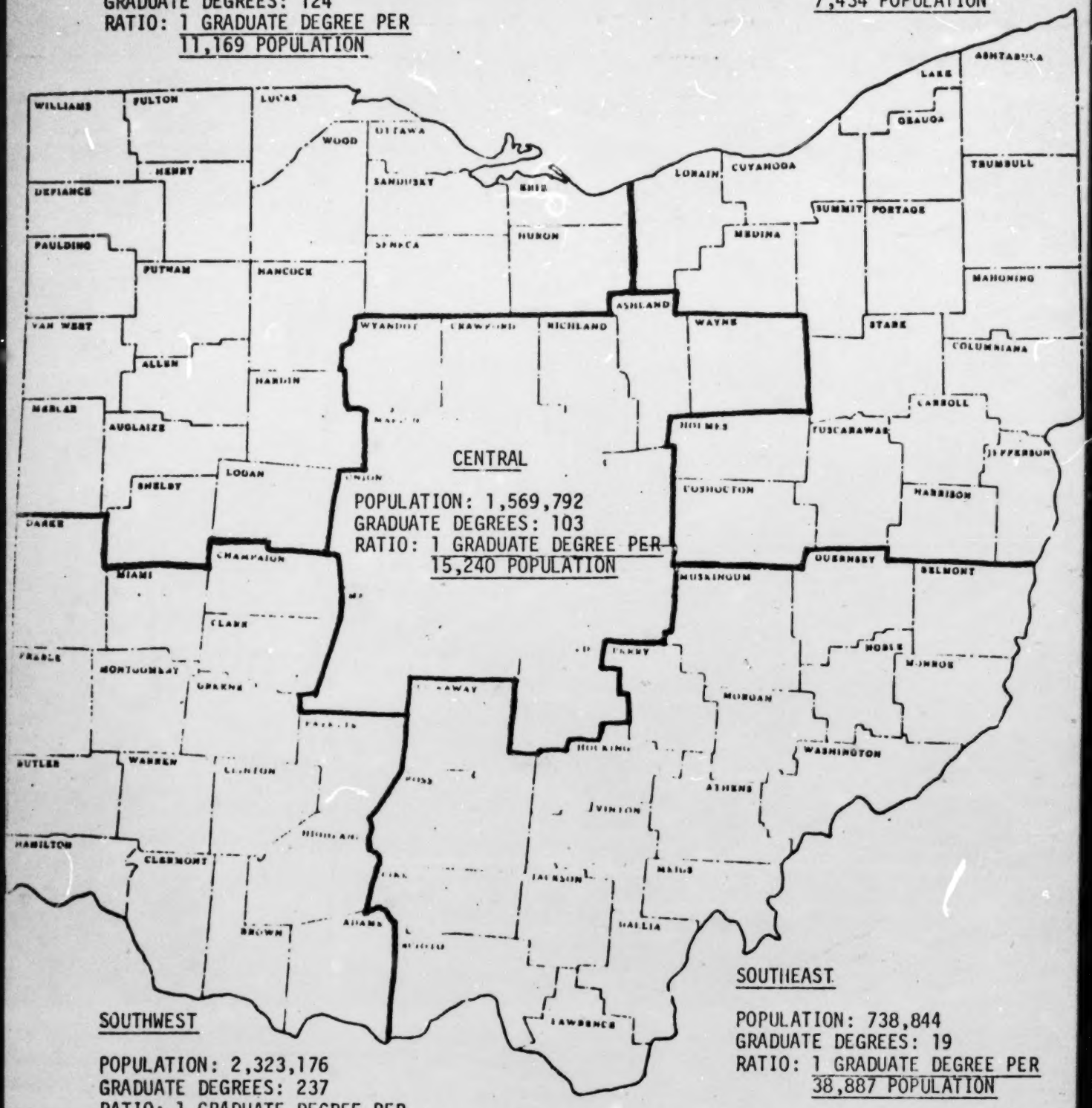
SUMMARY

17 counties have 0 or 1/2 time professional librarians
26 " " 1 professional librarian
24 " " 2-5 professional librarians
11 " " 6-10 " "
2 " " 11-20 " "
3 " " 21-50 " "
5 " " more than 50 professional librarians



* Data taken from the Ohio Directory of Libraries 1975

Chart 2. DISTRIBUTION OF GRADUATE DEGREES -- BY REGION



NORTHWEST

POPULATION: 1,384,992
GRADUATE DEGREES: 124
RATIO: 1 GRADUATE DEGREE PER 11,169 POPULATION

NORTHEAST

POPULATION: 4,631,410
GRADUATE DEGREES: 623
RATIO: 1 GRADUATE DEGREE PER 7,434 POPULATION

CENTRAL

POPULATION: 1,569,792
GRADUATE DEGREES: 103
RATIO: 1 GRADUATE DEGREE PER 15,240 POPULATION

SOUTHWEST

POPULATION: 2,323,176
GRADUATE DEGREES: 237
RATIO: 1 GRADUATE DEGREE PER 9,802 POPULATION

SOUTHEAST

POPULATION: 738,844
GRADUATE DEGREES: 19
RATIO: 1 GRADUATE DEGREE PER 38,887 POPULATION

An explanation of relevant statistics for Ohio's academic libraries suggests that there are similar concentrations of library staff in the more populous sections of the state. Table 4 shows total staffing and enrollment by region.

Table 4. Academic Library Staffs by Region

	Prof.	Support	Student Asst.	Total	Student Enrollment	Ratio
Northeast	234	366	173	773	130,905	1 to 169
Southwest	216	288	188	692	85,885	1 to 124
Central	168	257	163	588	78,827	1 to 134
Northwest	97	144	95	336	45,731	1 to 136
Southeast	51	83	68	202	22,078	1 to 109

This table suggests a pattern similar to that of public library staffing, with higher concentrations of professional staff in the large urban areas of the northeast, southwest and central regions. Southeastern Ohio is once again in a position which underlines its lack of large population centers, relative poverty and absence of major academic institutions.

Table 5. Student Enrollment and Academic Staff by MCC Geographical Area

(Ranked by Ratio of Professional Staff to Student Enrollment)

	Student Enrollment	Graduate Degrees in libraries	Graduate Degrees to Enrollment	Total Staff and (FTE student assistant)	Total Staff to Student Enrollment
SWORL	1,449	6	1 to 242	10 + (4)	1 to 104
L/M	6,099	22	1 to 277	65 + (14)	1 to 77
MOLO	6,102	22	1 to 277	34 + (11)	1 to 136
SOLO	5,358	18	1 to 298	35 + (15)	1 to 107
MILO	33,973	105	1 to 323	204 + (93)	1 to 114
WORLDS	4,641	13	1 to 357	26 + (13)	1 to 119
COIN	8,404	23	1 to 365	54 + (20)	1 to 114

Table 5. (Continued)

	Student Enrollment	Graduate Degrees in libraries	Graduate Degrees to Enrollment	Total Staff plus (FTE student assistants)	Total Staff to Student Enrollment
Butler-Hamilton	50,463	105	1 to 481	290 + (91)	1 to 133
Central Ohio	70,423	145	1 to 486	371 + (143)	1 to 137
NORWELD	41,090	84	1 to 489	215 + (82)	1 to 138
OVAL	16,720	33	1 to 507	99 + (34)	1 to 126
Cuyahoga, Lake, Summit	100,098	171	1 to 585	448 + (136)	1 to 171
NOLA	18,606	19	1 to 979	53 + (12)	1 to 286
GRAND TOTALS	363,427	766	1 to 475	1904 + (672)	1 to 141

State Averages

One interesting deduction that can be made from this table is that the ratio of professional staff to student enrollment is lower in the areas with the smaller student enrollment. This may be accounted for by the fact that a relatively small institution, in terms of both students and collection, will hire a professional librarian. There are 25 academic libraries in the state which have student enrollments of 500 or less with at least one professional librarian.

Charts 3 and 4 present the data in graphic form.

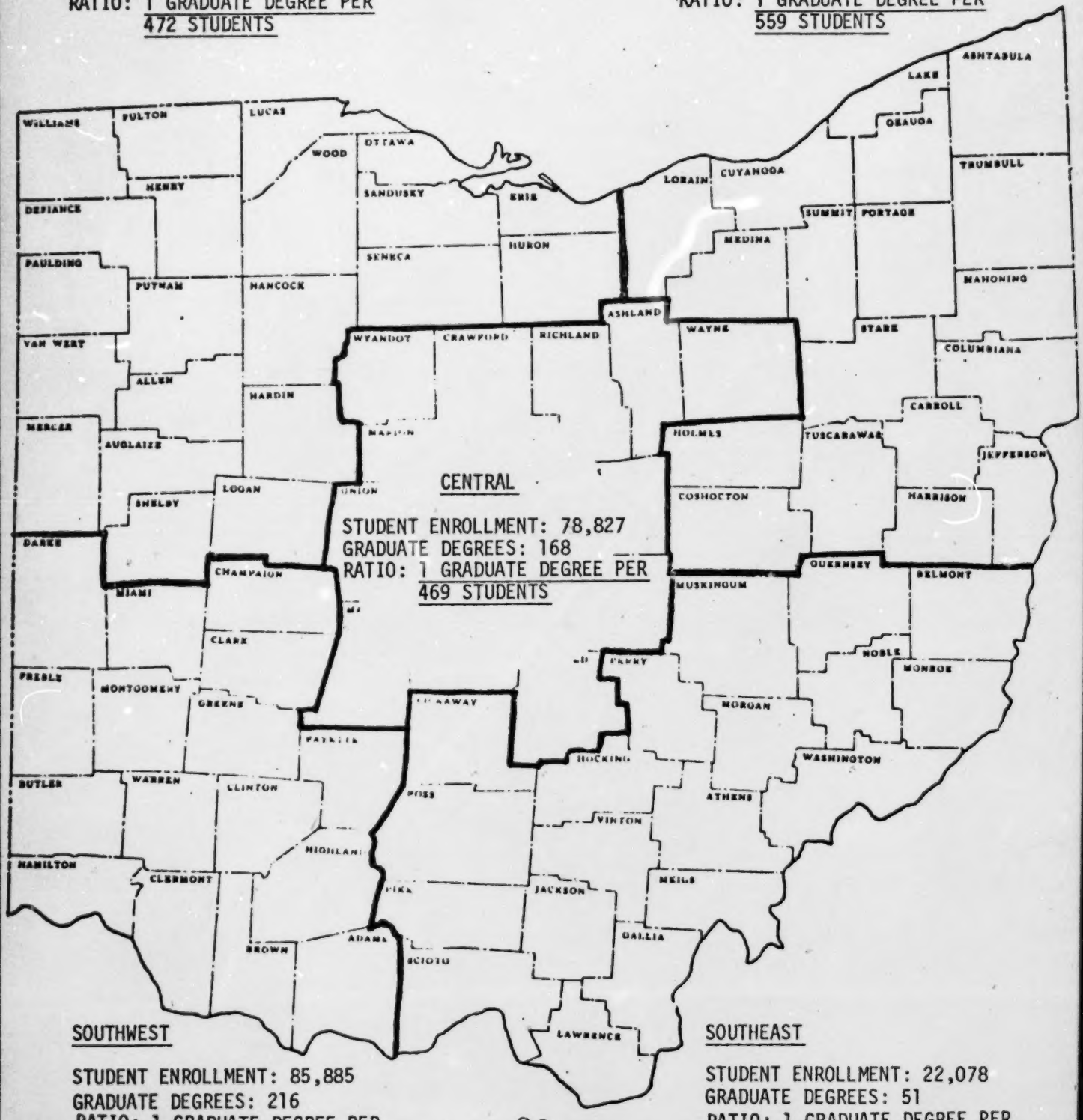
Chart 4. STUDENT ENROLLMENT AND PROFESSIONAL LIBRARIANS IN OHIO'S ACADEMIC LIBRARIES -- BY REGION

NORTHWEST

STUDENT ENROLLMENT: 45,731
GRADUATE DEGREES: 97
RATIO: 1 GRADUATE DEGREE PER 472 STUDENTS

NORTHEAST

STUDENT ENROLLMENT: 130,905
GRADUATE DEGREES: 234
RATIO: 1 GRADUATE DEGREE PER 559 STUDENTS



CENTRAL

STUDENT ENROLLMENT: 78,827
GRADUATE DEGREES: 168
RATIO: 1 GRADUATE DEGREE PER 469 STUDENTS

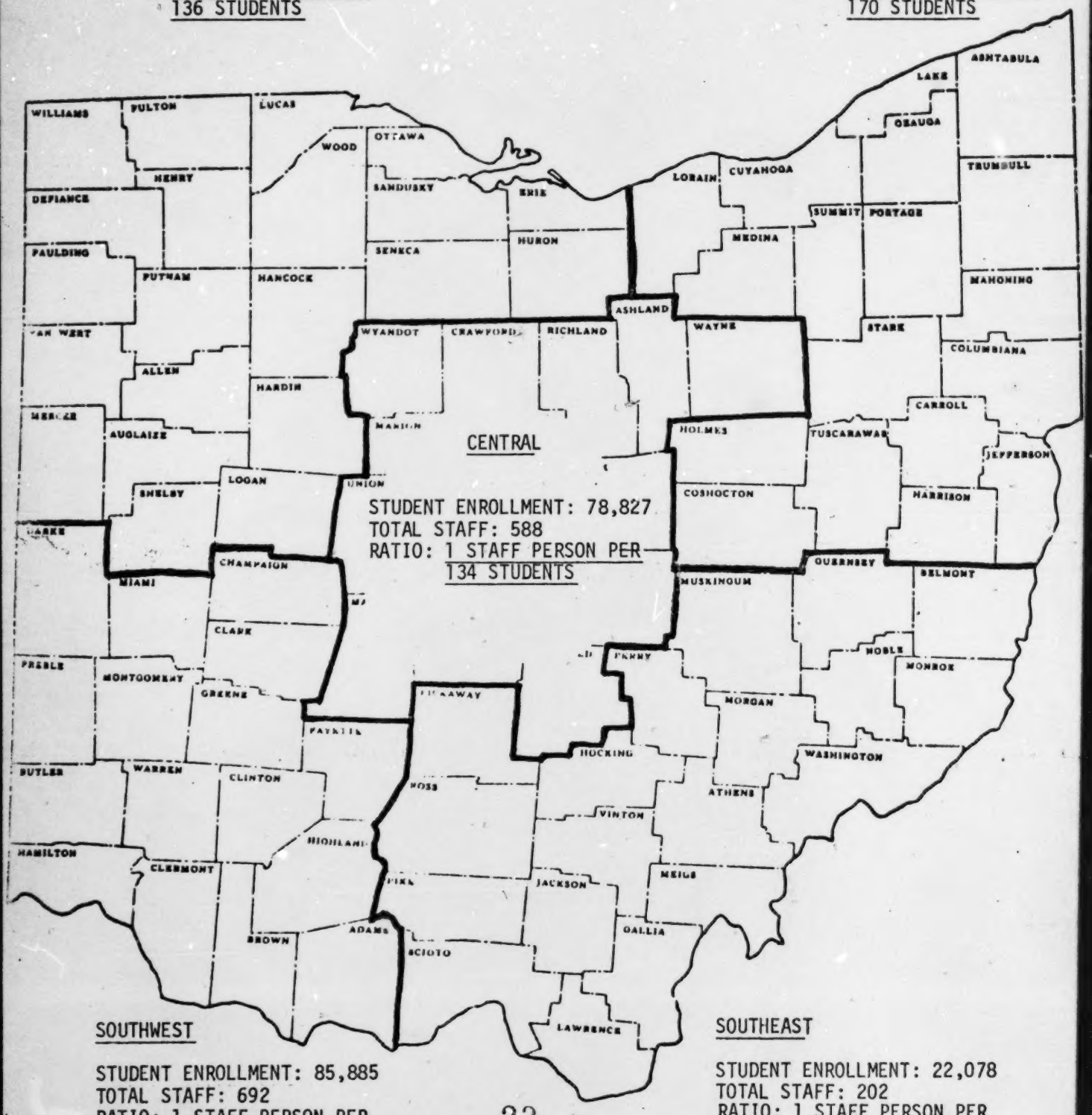
SOUTHWEST

STUDENT ENROLLMENT: 85,885
GRADUATE DEGREES: 216
RATIO: 1 GRADUATE DEGREE PER 398 STUDENTS

SOUTHEAST

STUDENT ENROLLMENT: 22,078
GRADUATE DEGREES: 51
RATIO: 1 GRADUATE DEGREE PER 433 STUDENTS

Chart 3. STUDENT ENROLLMENT AND TOTAL ACADEMIC LIBRARY STAFF -- BY REGION



III. Major Issues in Ohio Library Development and Their Implications for Continuing Library Education, 1977-1979

While the preceding section suggests the importance of continuing library education in general, it is necessary to sharpen our focus in order to identify the specific subject/skill areas and particular audiences which deserve the attention of continuing education activity as part of the State Library's library development program. One approach to this problem is to examine the total picture of Ohio library development, to identify the specific issues or problems which will affect the course of library development most critically, and, finally to determine the subject areas and target audience which should be considered in developing an effective program of continuing library education.

The method used for this assessment is to isolate the major issues in library development as identified by librarians, trustees and citizens having input into four different documents published since 1972. After the major issues have been identified, an attempt will be made to predict probable developments relating to those issues within the next three years. Finally, the implications of these developments for staff development priorities will be explored.

The four documents used are:

1. A survey of critical public library issues in Allie Beth Martin's Strategy for Public Library Change (1972).
2. Libraries are for People, a report on the Governor's Conference on Library and Information Services, held in April, 1974, in which citizens and librarians identified important issues and priorities for Ohio library development.
3. Focus on the Future, a report from the OSU Interlibrary Cooperation Planning Institute a meeting of 100 Ohio librarians to discuss and plan for future multitype library cooperative programs, held in October, 1975.

4. The "Goals for Library Development" section of The Ohio Long Range Program for Improvement of Library Services as adopted by the State Library Board of Ohio in 1972 and revised annually, most recently in 1977.

The first three lists are arranged and summarized in such a way as to facilite tabulation and comparison. "Goals for Library Development" is a statement of twenty-one goals arranged under the three broad headings of: Improving Services in Local Libraries of All Types; Developing Adequate Network and Backstopping Capabilities and; Improving State Library Capability.

Table 6 shows the rankings assigned by the first three documents used in this analysis.

Table 6. Critical Library Development Issues, 1972-1975

	Martin, 1972	Governor's Conf., 1974.	OSU Institute, 1975
1)	Problems relating to finance	To find an adequate reliable, and equitable means of funding libraries	Funding
2)	Public relations -- image - communication	To provide greater access to information through library networks and interlibrary cooperation	Interlibrary Cooperation
3)	Staff -- inflexibility -- lack of service orientation	To create effective public relations programs	User input and target groups
4)	Problems of society -- change -- urban problems	To develop more programs to reach out to the handicapped, the homebound, rural residents, members of minority groups	Planning and evaluation of service
5)	Management -- pattern of organization -- rigidity	Develop stronger library staffs	Public relations -- image
6)	Failure to formulate objectives	Provide more than books	Priority -- goal -- objective setting
7)	Failure to serve all publics	Raise library standards	Management
8)	Library education -- continuing education	Develop more effective library management practices	Continuing education
9)	Book selection policies	Improve physical access to libraries of all types	Technology
10)	Inability to measure performance	Strengthen the role and the services of the State Library	Cooperation with other agencies
11)	Technology -- failure to service libraries -- failure of libraries to adapt	Reexamine the means of selection of public library boards of trustees	Library standards
12)	Lack of interlibrary cooperation		

ISSUE #1 -- FUNDING

GENERAL DISCUSSION:

The issue of library finance was ranked first by Martin's librarians, Governor's Conference participants and OSU Institute attendees. Although the State Library Board "Goals for Library Development" does not explicitly deal with library finance, most of the goals included in that document do imply the need for adequate, stable, expandable long-range library financing. The fact that this issue has been consistently in the forefront of library concerns over the past five years suggests that it will remain so for at least the next three years.

The following developments are most relevant to any discussion of library financing in Ohio.

1. Uncertainty about the future of the intangibles tax and its ability to support public library services has grown increasingly stronger since 1971. The passage of a state personal income tax with a rate of .5 to 3.5% increased the vulnerability of the intangibles tax, (which has a 5% rate), and has increased allegations of inequity.
2. In addition, library costs have been increasing at a more rapid rate than intangibles collections. In 1975, 56 out of the 88 counties were receiving 100% of the collection, with 13 more receiving 90% or more, leaving little opportunity for substantial increases in collections.
3. More public libraries are utilizing operating levies as a supplement to intangibles tax support. Nine libraries in Cuyahoga County have obtained voter approval of operating levies as has the Public Library of Columbus and Franklin County. The total number of such levies is 18.
4. The Statewide library development program is heavily dependent upon Federal funds. Most of the library development grants in FY 1976 were made with LSCA funds. State aid represented only 16% of the total.

PROBABLE DEVELOPMENTS:

1. The LSCA extension will probably pass before September, 1977 and appropriations for FY 1978 and FY 1979 will probably be at or slightly above FY 1977 levels.
2. State appropriations for library services and for library development (ALSO's and Metropolitan Library Systems) will not be substantially increased in the 1978-1979 biennium.
3. Most local public libraries will continue to depend on an intangibles tax with an uncertain future, while an increasing number of libraries will propose, and have passed, tax levies.
4. Overall, the financial situation for most Ohio libraries will continue to be unsatisfactory, or at least, a matter of continuing concern.
5. Academic, special and school libraries, even though funded from a variety of sources, will face similar budgetary problems in the immediate future.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Identifying and securing supplementary sources of income	1. Library administrators, trustees, and other governing bodies
2. Making the most effective use of existing resources: allocation and reallocation	2. Library administrators and other key staff
3. Cost sharing through cooperation with other libraries	3. Library administrators, trustees, other governing bodies, key staff working with cooperative systems
4. Identifying a satisfactory tax base for public library support	4. Library administrators, trustees, and other governing bodies

ISSUE #2--NETWORKS AND INTERLIBRARY COOPERATION

GENERAL DISCUSSION:

In two of the four documents under discussion (the Governor's Conference Report and the OSU Institute), the question of interlibrary cooperation and networking received the second highest priority. In the Ohio Long Range Program "Developing Adequate Network and Backstopping Capabilities" is one of three major headings used for organizing goals for library development. The Martin list puts interlibrary cooperation 12th in priority and this apparent change in priorities between 1972 and 1976 is probably an accurate reflection of a general shift in priorities among librarians in the intervening years.

Some recent developments in Ohio worth noting include the following:

1. Multi-county cooperatives and the ALSO have experienced substantial growth since the enactment of the OLDP in 1969. In 1976, 166 out of 195 public libraries within the boundaries of the MCCs and ALSOs were participating members. In addition, there were 32 associate members participating in their respective groups.
2. Ohio's academic libraries are participating in more cooperative efforts including CAMLS (Cleveland Area Metropolitan Library System), CHERS (Consortium for Higher Education Religion Studies), NEOMAL (Northeastern Ohio Major Academic Libraries), the Greater Cincinnati Library Consortium, and IULC-RAILS (Inter-University Library Council--Reference and Interlibrary Loan Service).
3. Ohio library membership in the Ohio College Library Center now includes 64 post-secondary libraries, 24 public libraries and 12 other libraries.
4. The number of non-public libraries participating in MCC and ALSO programs has gone from zero in 1970 to 1 in 1972, to 6 in 1974, and approximately 38 in January, 1977.

PROBABLE DEVELOPMENTS:

1. The attitudinal consensus in favor of cooperation will continue to grow throughout the state.
2. The number of cooperative efforts now in operation will increase slightly and those presently in operation will expand more slowly than in past years, in terms of budget, program and types of libraries involved, due primarily to the lack of capital for expansion.
3. MCCs and Metropolitan Library Systems will be funded primarily with LSCA money during the 1977-79 period.
4. The need for a coordinating body and more detailed blueprint to guide cooperative Ohio library development will become more apparent and considerable progress will be made in this regard.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Cooperative philosophy and practice at the local, regional and state-wide level	1. MCC/ALSO/METRO Directors, library administrators, governing bodies of libraries, State Library staff, professional association leaders
2. Alternative strategies for developing cooperative programs at all levels	2. MCC/ALSO/METRO Directors, State Library staff, professional association leaders
3. Management practice, human relations, staff development	3. MCC/ALSO/METRO Directors
4. The theory and practice of network and systems use.	4. MCC/ALSO/METRO Directors and key staff in participating libraries.
5. The role of Ohio libraries in the national program	5. State Library staff
6. Reassessment of development strategies and organizations as technology affects them	6. MCC/ALSO/METRO Directors, State Library staff, professional association leaders

ISSUE #3--IMPROVED LIBRARY SERVICE TO ALL CITIZENS

GENERAL DISCUSSION:

Although the precise formulation of this issue varies among the four documents, it is clear that improvement of services to all citizens has a high priority for most librarians. The Martin list speaks of "lack of (staff) service orientation (included in it's 3rd priority) and "failure to serve all publics (7th priority). The Governor's Conference Report cites "greater access to information" in its 2nd priority and the OSU Institute ranked "user input and target groups" as its 3rd priority. In the Ohio Long Range Program, nine of the 21 goals are listed under the heading "Improving Services in Local Libraries of all types" and these are directly related to other goals listed under the other two headings ("Developing Adequate Networking and Backstopping Capabilities" and "Improving State Library Quality").

The diversity of formulation suggests the complexity of the problem. It includes the need to identify the whole range of potential target groups and their specific information needs, the question of determining priorities, and that of developing specialized programs for different needs. The question is further complicated by the fact that each type of library will have to develop such programs for its special clientele.

There are several indications that libraries are responding to this priority in increasing numbers. The (statewide) number of blind and handicapped persons using talking book service from the Cincinnati and Cleveland regional libraries increased from 4,367 in 1966, to 17,437 in 1975, and is projected at 30,130 by 1978. In 15 counties libraries have designated a liaison person responsible for locating people with handicaps and assisting them in using library services. A 1973 survey of Ohio public libraries showed that 102 of the 176 libraries responding offered special service to the homebound.

In 1975, six public libraries began demonstration projects for expanding services to the economically and educationally disadvantaged. The programs in Marietta, Waverly and Wilmington are funded entirely by local resources. Projects in Columbus, Toledo, and Xenia were assisted with LSCA grants from the State Library Board.

PROBABLE DEVELOPMENTS:

1. The trend toward service to special groups will continue to grow, especially in large and medium sized public libraries located in areas with substantial groups of the economically and educationally disadvantaged; ethnic groups; and the handicapped.
2. As this trend grows, library administrators will be forced to re-evaluate priorities in order to free resources to serve the presently unserved groups.
3. If service to traditional library users suffers because of new priorities "backlash" effect could develop, with attendant unfavorable results to the library such as unfavorable media publicity and unsuccessful tax levies.

SUGGESTED TOPICS	TARGET AUDIENCE
1. Techniques for identifying target groups and assessing their special information needs	1. Library administrators, and key staff, State Library consultants, MCC/ALSO/METRO Directors
2. Determining priorities among the target groups	2. See above
3. Program development for target groups	3. See above
4. Developing staff for new programs and securing "internal" agreement on the priority of the new programs	4. See above

SUGGESTED TOPICS	TARGET AUDIENCE
5. Communication and cooperation techniques with non-library community agencies	5. See above
6. Use of volunteers in developing and carrying out services programs	6. See above
7. Techniques for evaluating service programs	7. See above
8. Evaluation, selection, and use of materials (including in-depth examination of materials and ideas in specialized subject fields)	8. Professional staff
9. Techniques, materials, and programs in special fields of responsibility (children's work, reference service, etc)	9. Professional staff

ISSUE #4--LIBRARY MANAGEMENT

GENERAL DISCUSSION:

All four documents give a high priority to the multitude of concerns which may legitimately be grouped under the heading "library management". Martin's list specifically cites management (5th on the list) and also mentions "failure to formulate objectives" (6th) and "inability to measure performance" (10th). The Governor's Conference notes the need to "develop more effective library management practices" and the OSU Institute ranked "planning and evaluation of services (4th), "priority, goal, and objective setting" (6th), and "management" (7th). The Ohio Long Range Program cites "Increased attention to evaluation of services, operations, and costs, and improved management" as key priorities in the improvement of library service at the local level.

Although increasing pressure on library administrators seems to be an almost self-evident phenomenon, unearthing evidence to support this perception is fairly difficult. One possible indicator is the high turnover among directors of large public and academic libraries. Six of the eight largest Ohio public libraries have experienced leadership changes since 1968, and 10 out of 12 state university libraries have had new directors since 1969. In some cases there has been more than one change of directors in the same library.

Rapid changes are also taking place at the administrative level of Ohio's smaller public libraries. There were 33 new library directors in small and medium public libraries in 1976, and equivalent numbers in 1975 and 1974. Many of these new library directors were library school graduates with little or no previous library administrative experience. A similar problem is encountered in Ohio's nine multi-county cooperatives projects where several project directors have less than two years experience administering this type of program. Many of the 2,000 school media specialists have increased responsibility for planning, budgeting and managing resources but have had little training or experience in management techniques.

The magnitude of the need for training in all aspects of library management procedures is clearly implied in even this brief summary of the changing scene in Ohio library administration. A failure to respond to this need can have only the gravest consequences for the quality of Ohio library service.

An increasing interest in citizen participation is shown in the rising number of Friends of the Library groups, including the 1974 formation of a statewide alliance of these groups. The formation of ad hoc citizens groups to protest the anticipated closing of branch libraries were factors in decision making in some metropolitan public libraries in 1975.

The passage of an Ohio "sunshine law", requiring public bodies to take official action and to conduct all deliberations upon official business only in open meetings, unless the subject matter is specifically excepted by law, is another indication of renewed citizen interest in public decision making processes.

Although it may be difficult to document the conclusion, it seems fair to assume that the desire for employee involvement in management processes has become stronger in the 1970s.

PROBABLE DEVELOPMENTS:

1. Continuing financial problems, new technology, increasing demands for more and better service, continued rapid social change and increasing cooperative efforts will combine to put a premium on effective management practices during the coming years.
2. More library directors will seek formal training in management techniques through enrollment in university management courses in degree programs.
3. Increasing input of citizen and employee concerns will create new pressures on library administrators.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Planning and evaluation of services	1. Library administrators and supervisors
2. Establishing objectives and priorities	2. See above
3. Organization development	3. See above
4. Personnel management and development	4. See above
5. Employee-management relations	5. See above
6. Affirmative action programs	6. See above

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
7. Director - governing board relationships and policy development	7. See above
8. Budgeting, cost, and resource allocation	8. See above
9. Orientation for new directors on state-wide library development services and planning.	9. See above

ISSUE #5--PUBLIC RELATIONS AND IMAGE

GENERAL DISCUSSION:

The question of public relations and communicating a more positive image of the library to the community ranked second among Martin's librarians, third at the Governor's Conference, while the OSU Institute ranked this problem fifth. This is listed as a specific objective in the Ohio Long Range Program. The issue is crucial to all types of libraries because it is the image of the library among its constituents which plays a significant part in determining the amount of support for new programs, tax levies, requests for intangibles taxes, and the priority of the library in the eyes of state legislators and other key political figures. The determination as to whether the library is an essential social institution or merely a desirable one is closely related to its "public image".

Despite the fine efforts of many of Ohio's libraries in the field of public relations, it is doubtful that there has been a substantial or wide-ranging change in the public image of the library over the past few years. On the other hand, the strong responses in neighborhoods threatened with branch closings or relocations suggests that citizens may react strongly if library service is curtailed or is under the threat of curtailment. In any case, the question of current and past images is less important than the clear realization that much remains to be done in this area.

PROBABLE DEVELOPMENTS:

1. Financial difficulties and the attempts to resolve them will make the question of library public relations more and more important during the next three years.
2. Metropolitan and other large libraries will recognize this problem and will continue to respond with fairly sophisticated public relations programs.
3. Medium sized and small public libraries will have to develop improved public relations with minimum of "in-house" resources and will utilize professional public relations assistance through cooperatives.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Identifying specific segments of the community and the appropriate type and content of public relations communication for each	1. Library administrators and key staff
2. Techniques for improving the quality of printed matter, preparing radio and television announcements, and the preparation of visual materials	2. Staff members with public relations responsiblities; MCC project directors
3. How to tie the library into public community events	3. Administrators and key staff; MCC/ALSO directors
4. The importance of community relations	4. See (3) above, plus trustees
5. Developing internal training programs for improved staff communications with the public	5. Library administrators
6. Evaluating public relations programs	6. Administrators, key staff, MCC/ALSO directors, trustees

ISSUE #6--TECHNOLOGY

GENERAL DISCUSSION:

The question of using technology to the best possible advantage in libraries ranked well down in the priorities of the Martin librarians and the OSU Institute participants and is not mentioned among citizen concerns expressed at the Governor's Conference. The only explicit reference to technology in the Ohio Long Range Program is to "continued development of the Ohio College Library Center ..." This apparent low ranking of technology in the four documents may be an accurate reflection of the role of technology in the minds of many librarians. That is, the relatively high cost of technology, the complexity of the hardware and the difficulty in perceiving potential benefits in improved services all combine to create barriers to the maximum possible use of library technology.

These obstacles notwithstanding technology continues to grow in importance to libraries of all types and sizes. Examples of this growth are found in the rapid expansion of OCLC, the increasing use of automated circulation systems and such data bases as ERIC, ORBIT, DIALOG, and the New York Times Data Bank, and experimentation with telefacsimile transmission projects. Seven major public libraries and the Caldwell Regional Library Service Center are members of the Teletype Interlibrary Loan Network (TWXIL). Public libraries in Akron and Columbus are investigating automated circulation systems. Several academic libraries in northeastern Ohio have already developed such a system.

PROBABLE DEVELOPMENTS:

1. The trend toward networking and systems development over the next three years will exert substantial pressure for greater sophistication in library technology on the part of MCC project directors, directors of large academic and metropolitan libraries and State Library staff.

2. The use of data bases such as the New York Times Data Bank will increase steadily during the next three years, offering expanded information capabilities to at least the large libraries in Ohio.
3. OCLC will offer additional capabilities such as on-line interlibrary loan, serials, controls and subject search capability which will increase significantly the number of ILL requests throughout the state.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Training in network theory and practice	1. MCC/ALSO/METRO directors, key staff members of participating libraries, State Library consultants.
2. Current status of OCLC services and their implications	2. Library administrators, trustees (?), key staff members
3. Explanation and demonstration of various developments in microforms, electronic transmission, and computer technology	3. Professional staff in all libraries
4. Training in new services and different methods which can be employed as public service libraries utilize data banks and other technology	4. See above
5. Evaluating costs, problems, and opportunities in utilizing technology	5. See above
6. Copyright law implications	6. See above
7. Information policy issues -- public and private sector services	7. See above

ISSUE #7--AUDIO-VISUAL SERVICES

GENERAL DISCUSSION:

The Governor's Conference gave the problem of improving audio-visual services in libraries a relatively high ranking. However, neither the Martin librarians nor the OSU Institute mention the question explicitly. The Ohio Long Range Program notes the need to develop sound library/media centers in schools and identifies specific types of resources needed in an earlier section of the document.

A short research paper written by me in 1974 suggested that U.S. public library expenditure for audio-visual materials has varied from four to six percent of total materials expenditure over the past 15 years.* If this more pessimistic view of library commitment to audio-visual services is correct, it could be a significant factor in library service to the community. Today's youngesters are becoming more and more media oriented and the ability or inability of the public library, for instance, to respond to this new orientation is undoubtedly an important factor in young adult and adult use of the library.

Some indicators of a growing interest in audio-visual materials and services include: the provision for audio-visual programs in all the MCCs and the ALSO within the past two years; new media programs developed within the past five years in public libraries in Akron, Cincinnati, Columbus, Dayton, and Youngstown; and a 22% increase in 8mm film and filmstrip holdings and a 14% increase in record and 16mm film holdings in the 1972-1974 period.

*Recently released LIBGIS figures indicate public library expenditures for a-v materials of 7% of total materials expenditures. The figure for school media centers is 27%.

PROBABLE DEVELOPMENTS:

1. Stringent library budgets and inflationary factors will not favor substantial increases in expenditures for expensive a-v materials by invidiual systems.
2. Cooperative audio-visual program activity will increase substantially in the MCCs.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Staff development activity stressing the desirability of establishing audio-visual services, with practical tie-ins such as material and equipment selection and programming.	1. Library administrators and potential audio-visual staff members
2. Activity focused on materials and equipment selection, audio-visual programming, repair and maintenance of equipment and materials	2. Library staff members with audio-visual responsibility
3. Training in audio-visual distrubution systems, equipment and materials selection, maintenance and repair, a-v programming	3. Multicounty cooperative and ALSO staff responsible for audio-visual programs

ISSUE #8--LIBRARY STANDARDS

GENERAL DISCUSSION:

The question of standards for library service was not mentioned by Martin's librarians unless we assume that their priority number 10, "inability to measure performance", is an oblique reference to the problem. The OSU Institute ranked

Standards last in their list of 11, while the Governor's Conference report gives this a moderate priority. The Ohio Long Range Program refers to the problem directly in section 3(b) where increased awareness of needs assessment and their relationship to Standards for the Public Libraries of Ohio is noted.

In 1976 and 1977 at least two developments suggested that the question of standards was a matter of concern to librarians. The National Commission on Libraries and Information Science (NCLIS) developed and began to implement a national inventory of library needs. The inventory is based on "indicators of need" in the areas of staffing, collections, acquisitions, space, and operating expenditures. Number of hours of service is used as a measure service delivered. The study was published in the Spring of 1977 but conclusions regarding its long-range import were not available as of this writing.

At the same time, the Ohio Library Association Standards Development Committee was beginning study and revision of Standards for the Public Libraries of Ohio, a 1972 OLA publication which suggests quantitative standards in the areas of governance, finances, accessibility, materials, programs and services, personnel and, physical facilities. As of March, 1977, the committee was surveying OLA members for suggestions on needed areas of improvements, and the committee had set a target date for completion of the revised standards.

One of the major obstacles to the creation and acceptance of library standards is the apparent lack of concensus among librarians as to the basis for such standards, e.g., should they be written in terms of libraries ("50 percent of all materials in the community library collection should be titles purchased within the last 10 years"), or in terms of performance standards such as,

"Eighty percent of specific title requests should be filled within 24 hours of the initial request"?

A second difficulty is incorporating the phenomenon of interlibrary cooperation into written standards. Does membership in a multicounty cooperative film circuit have an impact on the number of films a local library should own? Does participation in an interlibrary loan network change the number of titles which should be owned by the local library?

The rising demand for accountability of all institutions at all levels of government continued to exert a strong pressure on librarians throughout the 1970s, underlining the need to develop and implement library standards.

PROBABLE DEVELOPMENTS:

1. The continuing financial problems of libraries, the need to provide maximum service at economical cost and the need to justify the library service to the community, will create pressure to develop and implement sound, practical library standards.
2. The continued growth of networks and systems will create an urgent need to design standards both for cooperating local libraries and for the systems themselves.

SUGGESTED SUB-TOPICS	TARGET AUDIENCE
1. Rationale for performance measurement	1. Library administrators and key staff members, trustees (?)
2. Meaning and implications of written standards	2. See Above
3. Implementing standards	3. See above

IV. Ohio's Continuing Library Education Resources

The fundamental problem which creates the demand for staff development and continuing education is that of achieving maximum effectiveness on the job for each library staff member. The Martin librarians indicated the importance of this problem when they placed "staff-flexibility and lack of service orientation" third on their list of priorities, and "library education" eighth. Ohio people agree: The Governor's Conference ranked "developing stronger library staffs" in fifth place and The OSU Institute participants ranked "continuing education" eighth. The Ohio Long Range Program refers to the need when it cites "...strengthening of the staff development program to assist Ohio libraries in improving management practices, planning, public relations, and service programs," as a major objective of the State Library and makes specific reference to continuing education in two goals sections.

Despite the generally high priority accorded to continuing education by many librarians, the "state of the art" in continuing library education is still in an embryonic stage. According to the NCLIS CLENE report;

> "However, compared with other professions, continuing education in library and information science is still in the process of emerging and crystallizing as an area of special concern. It is just in the beginning stages of being recognized as necessary for proficient practice."

The next three years, then, should provide some evidence as to whether the profession, in the nation and in Ohio, can move with reasonable speed to a higher level of conceptualization and action in this crucial area. This paper suggests the challenge in Ohio. The state, however, faces this massive challenge with a great array of institutions, agencies and associations, all of which are presently delivering continuing library education in one form or another.

In terms of numbers alone the potential for continuing education is impressive. The following table identifies the type of organization and the number of such organizations in the state. All of these either are providing continuing education opportunities for librarians or have the capability for doing so.

Table 7. Organizations Providing Continuing Education Opportunities For Library Programs

Organization	Number
Graduate Library Schools	3
Undergraduate Library Science Programs	15
Universities and Colleges	56
Library and Information Science Professional Associations	7
Multi-County Cooperatives, Area Library Service Organization, and Metropolitan Library System	11
Library Media Technical Assistants Programs	6
The State Library of Ohio	1
TOTAL	99

In addition to these organizations there are more than 2,300 individual libraries, library systems and media centers in the state, each one of which has at least some potential for implementing continuing library education within its own organization.

In the early part of 1976, a survey was made of selected staff development activity sponsored and implemented by Ohio organizations and institutions in calendar year 1975. While the survey does not include activity sponsored by individual libraries or courses offered for credit toward a library degree, it does suggest the range of topics offered by the organizations listed on this previous page.

The table below shows the primary sponsors and the subject matter of programs held in calendar year 1975.

Table 8. Summary of Selected Continuing Education Programs: 1975

Topic	Primary Sponsor: State Library	OLA	Other Associations	Library Schools	Other Univ.	MCC/ALSO	TOTAL
Admin/Mgmt	8	2		1	4	4	19
Materials		1	4			3	8
Reference			1			22	23
Public Relations						2	2
Audiovisual				1		6	7
Children's Services	19	1		3		7	30
Exten/Outreach	6			2		2	10
Automation		1				1	
Inst'l/Serv.	2					2	
Other						2	2
TOTAL	35	5	5	7	4	46	102

Those 102 workshops, institutes, seminars, and conferences had a total attendance of more than 4,200 persons.

The content of the 102 offerings deserves some comment. Approximately one-fifth of the sessions were in the field of administration and management. This includes the fall 1975 series of four workshop meetings for clerk-treasurers of public libraries co-sponsored by the State Library and the Auditor of State. It also reflects the priority which the State Library has placed upon improved management of library resources. In overall terms, however, the percentage of workshops in this area has declined somewhat from FY 1973*, when 24 out of 95 programs were

*1973 is used as a base year since it is the earliest year for which data are available and published.

devoted to this subject, as opposed to 1975, when 19 out of 102 were given over to that topic. The major difference appears to be that OLA, which sponsored 9 management programs in 1973, sponsored only 2 programs on the subject in 1975.

Materials selection and reference services accounted for one-third (31 out of 102) of the 1975 programs, while in 1973, the proportion was 40 out of 95, or 42%. MCC's held 10 fewer materials selection programs and 6 fewer reference workshops in 1975 as opposed to 1973.

Children's services programs numbered 30 out of 102 in 1975 (one-third of the total), but only 6 out of 95 in 1973 (6% of the total). This change is almost completely accounted for by the presence of the new children's services consultant at the State Library who began work in January, 1975. The number of children's programs implemented by State Library increased from zero in 1973, to 19 in 1975.

The following table was prepared in an effort to determine the change in staff development activity between 1973 and 1975. It identifies the type of primary sponsor (the agency responsible for implementing and/or funding the workshop) and the extent of activity in 1973 and 1975.)

Table 9. Sponsoring Bodies and Numbers of Workshops, 1973 and 1975

	1973	1975	
State Library	14	35	(+21)
OLA	12	5	(- 7)
Library Schools	2	7	(+ 5)
Other Univ.	4	4	(+ 0)
Multi-County	53	46	(- 7)

The greatest change shown in this table is the State Library's increase of 21 programs between 1973 and 1975. Again, this is accounted for primarily by the large number of children's programs in 1975, although Extension/Outreach programs increased from 1 in 1973 to 6 in 1975.

Among the multi-county cooperatives COIN led in the number of workshops held with 8, followed by NORWELD and WORLDS with 5 each, and NOLA with 4. MOLO and SOLO held 2 each, while SWORL and MILO held 1 program each, plus 1 in which they shared sponsorship.

The intended audience of programs was analyzed for 2 of the multi-county cooperatives (NORWELD and WORLDS) by examining subject matter and descriptions of programs offered in 1975. This analysis revealed that:

- 2 out of the 10 topics* were particularly appropriate for administrators
- 9 out of 10 topics were appropriate for professional staff
- 10 out of 10 topics were appropriate for community librarians
- 1 out of the ten was particularly appropriate for support staff

This analysis suggests that workshop topics of primary interest to administrators and support staff need to be developed.

Another inference which might be drawn is that MCC's are devoting much of their staff development work to up-grading the skills of individuals without the MLS, and possibly without a BA, who are nevertheless responsible for professional level work such as reference, book selection, and audio-visual programming.

A third question which the survey attempted to answer was, "For what types of positions or levels of responsibility were these programs developed?"

The following table analyzes the 102 offerings in terms of topic and the appropriate level of the target audience. Since many workshops were appropriate for more than one level, the total will be substantially more than 102. The levels of audience used in Table 6 are those developed in the February 7, 1974 Task Force paper on State Library Programs and Support prepared for the Advisory Council on Federal Library Programs. They are administrative, professional, community, and support.

*The ten workshop subjects were: public relations; audiovisual (2); children's services; outreach; mending and binding; and reference (4).

The community librarian is defined as the person without a fifth year library degree who heads a library, or who works in another professional capacity and report directly to a board or an administrator other than a librarian.

Although continuing education needs at these four levels have not been clearly defined, the grid below shows topics presented and their appropriate audiences.

Table 10. CONTINUING EDUCATION TOPICS - 1975

LEVEL	Administrative/ Management	Materials/ Selection	Reference	Public Relations	Media Resources/ Service	Services and Program Development	Outreach	Automation/ Technology	Human Relations	Regional and State wide library dev.	Children's Services	TOTALS
Administration	10			2			1	1				14
Professional	3	3	29	2	5	1	4	1			28	76
Community	12	4	25	4	10	2	10	1			28	95
Support					2	1	3					6
TOTALS	25	7	54	8	17	4	18	3			56	

A number of conclusions may be drawn from this table:

1) Librarians with professional responsibilities, either with or without the MLS, are receiving by far the greatest number of continuing education opportunities. This wide margin can be attributed to the large number of workshops dealing with reference work and children's services (110).

2) Support staff are clearly not receiving a large number of opportunities since only 6 workshops were designed for that level.

3) Library administrators with the MLS are receiving a relatively small number of training opportunities.

The Associations and Continuing Education

Professional associations in Ohio play a vital role in making continuing education available to librarians.

A Procedural Handbook for OLA, 1976, [1] cites as one of the OLA long range goals" ... to establish and maintain an on-going program of personnel recruitment and to assert the Association's influence in the development of library education relevant to the needs of individuals" ... (p.21). Division VI of OLA states that one of its purpose is "to evaluate and promote formal and continuing education programs." (p.25). Any division of OLA can sponsor a workshop or training program with the OLA Board exercising a coordinating role to ensure that there is no duplication of effort.

The Ohio Educational Library Media Association has no formal written policy on continuing education. However, interest groups within the association can and do implement workshops or programs on a variety of topics.

The Special Libraries Association Dayton Chapter formed a Continuing Education Committee in late 1976. This group is charged with identifying needs, stimulating activity and serving as a clearing house for information on continuing library education activities. The Chapter does not have a written policy statement on continuing education.

The Academic Library Association of Ohio has no formal policy statement regarding continuing education for academic librarians. Ideas for workshop themes are generated by the membership or by the board and are implemented by the ALAO Program Committee.

Library Schools and Other Universities

In 1973, library schools and universities were primary sponsors of 7 programs while in 1975, the number was 11. This increase may suggest a growing response from these institutions to the needs of librarians. The 11 workshops included

1 "Getting to Know ..." Your Ohio Library Association, A Procedural Handbook for OLA Officers, Directors, Division Officers, Committee chairpersons, members, OLA, 1977.

management topics (6); children's services (3); media (1); and outreach (1). The primary audiences for these workshops were middle and upper management and professionals.

The extent of the commitment of these institutions is further suggested by formal statements, appointment of individuals within the institution to plan or coordinate continuing education activity, or special class schedules to accomodate the needs of working librarians.

In August, 1975, the Executive Committee of the Case Western Reserve University School of Library Science Alumni Association issued a statement on continuing education. The statement said, in part,

> "1. The Executive Committee believes that high standards of library service can best be maintained by staff members who are efficient and up-to date in the practice of their skills and in their knowledge of library materials and procedures, and whose horizons have been broadened and spirits refreshed by a continuing series of programs on both the theoretical and practical level, designed for people who provide information to people.
>
> 2. The Executive Committee therefore endorses the workshops, institutes and mini-courses developed and presented by the School of Library Science, and urges participation in them by staff on all levels in every type of library."

In 1976, the School of Library Science appointed Mr. A. J. Goldwyn, Director of Continuing Education with responsibility for all of the school's work in the area.

In 1970, Dean Guy Marco of Kent State University appointed a Commission on Continuing Education, headed by Robert H. Donahugh. The Commission's final report, issued in 1971, included the following statement:

> "The objective of continuing education should be the improvement of the individual so that she/he has the opportunity to strengthen knowledge, professionalism, and ability and acquire if possible the facility to transmit all these plus the enthusiasm, expertise and poise that professionalism implies."

Among other things, the report expressed concern for an information system on continuing education opportunities, and recommended that the State Library act as "a clearing house for announcements of alls pecial announcements of all special courses, workshops, institutes, etc., in Ohio and, hopefully, throughout the country. A program should be sent to all libraries at least twice a year so administrators can plan from definite information as to what is going to be offered where for whom."

In 1973, the Kent State University School of Library Science instituted a program of "modular units" for summer study. These complete courses are planned to run for just 2½ weeks, thus making it easier for librarians to attend during the summer months. The Toledo University School of Library and Information Science provides especially scheduled courses for working librarians during the late afternoon and evening hours.

It should also be noted that one university resource which is not being utilized as effectively as it might is the wide offering of courses, which, while not directly related to library occupations, nevertheless give every library employee the chance to improve his or her skills. These courses cover such topics as communications, problem solving, writing, public speaking, and supervision.

Other Developments

One problem which must be tackled is the disadvantage at which an old Opinion of the Attorney General places public libraries in encouraging and arranging for staff to take advantage of such forms of continuing education as courses and institutes which carry academic credit. This 1931 Opinion of the Attorney General makes it impossible for the board of trustees of a public library to grant leaves of absence with pay for the purpose of studying in a

library school or college, or for any other purpose. Forty years have produced such changes in public administration and the thinking on job preparation that a statutory change should be possible.

LSCA grants from the State Library have exerted significant influence on continuing education and staff development. These grants since 1967 have totaled more than $260,000 for fifty-five workshops on such subjects as planning-programming, and budgeting systems for libraries, library automation, and management by objectives. More than 300 Ohio librarians are now counted among the alumni of the Library Executive Development Program, presented annually since 1969 by Miami University.

Section 1.42 (a) of the Ohio Long Range Program which requires identification of staff training components in LSCA assisted projects, has encouraged and facilitated the large number of workshops in the multi-county cooperatives.

LSCA Title III workshop grants have opened forums for discussion of service cooperation among academic, public, school, and special libraries in order to better serve library users with Ohio's total library resources.

Levels of Responsibility in a Statewide Program

There appears to be substantial agreement within the Ohio library community that the responsibility for continuing education is a shared one.

First, the individual must give sufficient attention to his own self-development in order to meet a base level of competence on which other formalized programs of continuing education and staff development can build. Individual responsibility must be assumed for the reading of current literature, and for structuring a personal program which will permit attendance at certain professional conferences, institutes, seminars, and workshops.

Second, individual libraries must provide in-service training opportunities at the various levels of staff competence to insure maximum productivity and library service.

Third, the various associations whose membership concerns focus on library and information specialists, can provide a source of exceptional expertise from which to draw and to develop continuing education programs.

Fifth, the important staff and financial resources of the State Library provide an important foundation for the development of a coordinated and cooperative program of continuing education and staff development among all concerned groups.

In-house programs of continuing education and staff development and a growing participation in multi-county, regional, and statewide programs of continuing education are an indication that many Ohio library administrators recognize that improved service to library users can result from encouraging and sponsoring continuing education for staff at all levels.

V. Continuing Education in Ohio -- A Statement of the Problem

The problem, or challenge, of continuing library education in Ohio may be stated in many different ways. In the broadest and simplest terms it can be approached through a series of propositions as follows:

1) It is the responsibility of Ohio's 2,400 libraries to deliver the best possible library and information service to their particular clientele.

2) One of the essential elements in delivering high quality service is a high level of competency for approximately 3,900 Ohio librarians and 5,600 support staff.

3) It seems safe to assume that in order to reach a high level of competency each of these 9,500 persons has a need for continuing library education or staff development in a variety of subject and skill areas.

4) There are approximately 100 agencies, institutions and organizations who are or could be in the business of delivering continuing library education in the state. In addition, there are the 2,400 individual libraries themselves which may function as "delivery systems" to the extent that perceived needs and available resources prompt such activity.

5) Conclusion: it is the working hypothesis of this paper that the heart of the problem of continuing library education in Ohio is that the delivery systems are not effectively meeting the continuing education needs of Ohio's 3,900 librarians and 5,800 support staff. There is no way to prove this hypothesis without a comprehensive, detailed survey of the training needs of these persons but if the working hypothesis is assumed correct for the moment, than a number of contributing factors, or sub-problems can be identified:

a) There is very little systematic assessment of training needs within individual libraries, systems and professional associations.

b) Most staff development activity is an "ad hoc" response to immediately preceived problems or vaguely intuited needs.

c) Many continuing education activities are poorly focused in terms of proposed audiences and topics.

d) Funding for workshop materials, especially speakers and other resource materials, is inadequate in many cases.

e) There is no central clearinghouse for information on the entire range of outstanding resources available for training activity, speakers, audio-visual materials, experimental learning resources, articles and books, etc.

f) There are very few "sequenced" training activities (outside of degree programs in graduate and undergraduate library science programs) and individuals generally do not have the opportunity to build sequentially on previous continuing education work.

g) Measures of desirable levels of individual performance are non-existent or inadequate for most library jobs. Hence, it is difficult to measure pre- and post-training training performance levels.

h) The lack of performance standards makes it difficult to determine the effectiveness of any particular training experience.

i) There is little coordination of continuing education offerings among the many delivery agencies in the state, leading to duplication of offerings, unmet needs, and underutilization of resources.

VI. Alternatives for State Library of Ohio Continuing Education Activity -- FY 1977-1979

The dimensions of the problem of continuing library education in Ohio, as outlined in the preceding section of this paper, are clearly immense. The question which the State Library must answer is how to best utilize its limited resources in the most effective response to the problem. In addition, any proposed program must take into account the political, legal and organizational constraints within which the State Library must operate. For instance, one of the major constraints is a strong concern on the part of all librarians for individual organizational autonomy which militates against a strong coordinating role for the State Library. A second constraint is the uncertainty of internal funds and staff resources over an extended period of time which makes it difficult to commit the State Library to large, extended staff development programs. The uncertainty of federal LSCA funding levels creates a similar problem.

Given the resources, limitations and constraints of the State Library two strategies suggest themselves.

A. Implement a coordinated state-wide program of continuing library education and training which is responsive to the needs of all Ohio librarians at all levels of responsibility.

1. Outline of the program:

   a) conduct a preliminary needs assessment survey

   b) use the above as a point of departure for discussion with potential members of an Ohio Library Continuing Education Committee

   c) form committee, composed of representatives of continuing library education delivery agencies

d) conduct a comprehensive detailed survey of continuing library education needs

e) analyze survey results

f) representatives of the various agencies accept responsibility for specific continuing education needs as defined in the survey

g) delivery agencies plan and implement programs

h) evaluations of programs are fed back to the sponsoring agency and the Continuing Education Committee

i) steps f through h are repeated

2. Arguments For and Against Implementation

The major arguments against adoption of this strategy have emerged throughout the course of this analysis. The task is formidable, requiring a major commitment of financial and staff resources over a period of 3 to 5 years. It would require the cooperation and commitment of most of the 100 agencies presently delivering continuing education in the state.

There is only one argument in favor of adopting a plan of this kind -- without it, or something like it, the continuing education resources of the state will remain under utilized and the training needs of the state's librarians will remain largely unmet.

B. Implement a coordinated statewide program emphasizing Information on continuing education resources and using State Library funds to assist in implementing programs focused on high priority target audiences and topics.

1. Outline of the program:

a) establish priority target audiences and subjects by means of an analysis of crucial library development issues in Ohio for 1976 to 1979. (Completed and reported on pages 11-27).

b) form a committee composed of representatives of continuing education delivery agencies to review needs, strategies, and cooperate in further development of continuing education programs.

c) make clear The State Library's commitment and service potential through increased visibility of the Staff Development Specialist, continued publication of the Calendar of Continuing Education and development and dissemination of information on continuing education resources (audio-visual, speakers, tapes, etc.); and appropriate consultant work.

d) conduct specific needs assessments and evaluation as needed and feasible.

e) stimulate, plan and fund specific LSCA proposals growing out of the above analysis and discussion.

f) monitor and evaluate programs

2. Arguments For and Against Implementation

There are a number of arguments in favor of this strategy. First, it makes use of available resources (both LSCA funds and existing delivery agencies) to create continuing education programs which assist in implementation of the Long Range Program to which the State Library is already committed.

It would result in a real and needed service being performed by the State Library, demonstrating the expertise of State Library staff, and it could be done in such a way as to assist the existing organizations in the continuing education business. (The Calendar of Continuing Education seems to be demonstrating these principles.) In addition, this strategy can be pursued with a relatively modest outlay of resources, although it will require sustained time and effort on the part of the State Library staff development specialist. The

strategy is adaptive, utilizing existing resources and experience in Ohio and other states. It is participative in that it seeks to involve others at the level at which they wish to become involved, and it can become cost-effective in that it is focussed on high priority audiences.

There are no real arguments against this course of action, although infusion of greater amounts of money at the outset could make it possible to begin the more ambitious research and organizational work outlined in the first alternative.

VII. Policies and Program Priorities for State Library Continuing Library Education Activity, 1977-1979

The State Library Board has endorsed the following objectives and methods for staff development activity. Sections A. and B. below are quoted (with slight revision) from Statements on Objectives and Methods and Related Policies of The State Library of Ohio, section 2.2. Section C below contains my recommendations for program activity in fiscal years 1977, 1978 and 1979.

A. OBJECTIVES

Basic objectives of the State Library's services in the area of staff development as carried out by the Consultant for Staff Development and the staff of the State Library are:

1. To develop and coordinate a statewide program of continuing library education and in-service training for librarians and other staff at several levels - administrative, professional, and supportive staff based on an analysis of needs and a utilization of existing resources.

2. To initiate, sponsor, and encourage development programs of staff training by libraries, universities, institutions and other organizations.

3. To provide official liaison between the State Library and staff development committees and units of library association.

B. METHODS

1. Analysis, evaluation and definition of training needs in Ohio with a view toward making recommendations and providing guidelines for future direction of manpower utilization.

2. Development of training and continuing education plans and programs on a state-wide, regional, and local basis in consultation and cooperation with librarians, academic specialists, and personnel specialists. This includes cooperation with committees and subcommittees concerned with library needs, staff education, and training, in the development of a long-range in-service training plan.

3. Development of conferences, institutes, and seminars.

    a. Assist in planning and direction of pilot programs.

    b. Stimulate interest in applying for LSAC funds, where appropriate, to finance new and expanded programs.

c. Participation in workshops, conferences, and institutes for library personnel.

4. Regular and periodic evaluation of the staff development program and specific projects related to it.

C. Recommended Program Activities, 1977-1979

1. Re Continued Planning for a Coordinated Program of Continuing Library Education

a) Refine and revise a three year plan for coordinating Ohio continuing library education (State Library staff)

OPTION POINT: Go or Not-go

b) Discuss revised draft plan with selected individuals from key "delivery agencies." (OLA, ALAO, OELMA, SLA, CWRU, KSU, TU, MCC/ALSO Directors ...)

OPTION POINT: Go or Not-go

c) Form a committee of representatives of "delivery agencies" (Ohio Continuing Library Education Advisory Committee) to discuss the plan and implementation steps (review needs, strategies, and cooperative activity.)

d. Begin implementation

2. Recommended Utilization of LSCA Funds for Continuing Library Education Programs -- based on priority issues in Ohio library development.

a) Workshop recommended for implementation in FY 1977 and FY 1978:

Topic and Duration	Audience and no. of Participants	Estimated Grant Cost	Recommended Contractor	Remarks
Library Administration (6 days)	Recently appointed public library directors (10)	$2950.	Miami University Library Executive Development Program, Aug., 1977	Each scholarship should be on a 1 for 1 matching basis
Introduction to Statewide library development issues (2 days)	Recently appointed library directors (50)	$1750.	The Ohio State University	Cost includes one meal -- other meals and lodging at participants expense

Topic and Duration	Audience and no. of Participants	Estimated Grant Cost	Recommended Contractor or Sponsor	Remarks
Library Administration (2 weeks)	Community librarians without the fifth year degree (8)	$1120.	Marshall University Community Librarian Program May, 1977	$140. covers everything except transportation
Volunteer Programs in the Public Library (1 day)	Library administrators and staff responsible for administering volunteer programs (100)	$2025.	The Ohio State University, May 25, 1977	Program is underway at this time
MCC Project Planning and Evaluation; Goals and Objectives; Marketing MCC/ALSO Services; Public Relations Planning and Evaluating, Development, and others to be developed (6 one-day programs)	MCC/ALSO Directors and Library Development Consultants (25)	$3,000.	The State Library of Ohio	First two days have been implemented
Update on Public Library Fiscal management (4 one day meetings)	Public library directors and clerk-treasurers (300)	Self-supporting	The State Library of Ohio and the Auditor of State's office	
Planning and Implementing Outreach Programs (2 days)	Public library directors and key staff (100)	$2500.	The Ohio State University	Participants pay $15. fee plus own room
Public Library Trusteeship (1 day)	Public library trustees (50)	$500.	The Ohio Library Trustee Association	Related to development of OLTA Handbook for Library Trustees
Identifying and Securing Alternate Source of Income (1 day)	Public library directors and trustees (100)	$500.	The Ohio Library Association	

Topic and Duration	Audience no. of Participants	Estimated Grant Cost	Recommended Contractor or Sponsor	Remarks
Practical Automated Network Utilization (1 day)	MCC/ALSO staff, public library staff and Library Development Consultants (75)	$750.	The Ohio State University	
Practical Personnel Management (2 days)	Public library directors and supervisors (100)	$2500.	The Ohio State University	Participants pay $15.00 plus own room
Library Public Relations Seminar (5-6 days)	Library directors and/or PR specialists; MCC/ALSO directors and PR specialists	$7500.	Case Western Reserve University	Three sessions of 1-2 days each, with 1 person from each MCC/ ALSO fully funded
Community Needs Assessment	MCC/ALSO directors, Library Development Consultants and Library Directors	$3,000.	Ohio Dominican College	Application being prepared by Div. I of OLA
	TOTAL COST	$23,395.		

3. Re Coordination of Continuing Education Information and Resources

   a) Maintain publication of monthly Calendar of Continuing Education

   b) Construct a file of high quality continuing library education resources on a range of specific topics. Initial topics: Library administrators, Human relations, Library legislation, Outreach, Library finance, Interlibrary Cooperation, Continuing Education Techniques.

      OPTION POINT: Go or Not-go

   c) Publicize service

   d) Respond to requests for information and consultant assistance

   e) Maintain continuous revision of files

   f) Evaluate project in June, 1977

   g) Assist Mr. Phillips and Mr. Shubert in further development of State Library Internal Staff Development program

   h) Develop sepcific objectives for contact (field visit and other) with delivery agencies, and establish schedules for these

4. Further Needs Assessment Investigation and Research

   a) Determine, with the assistance of Continuing Library Education Advisory Committee, areas in which practical, feasible work can be done, and by whom

   b) Review personnel and manpower data now being collected and assess its potential usefulness

5. Re State Library of Ohio Relations With National and Regional Continuing Library Education Activity

a) Send information on Ohio programs to CLENE data bank

b) Keep informed on developments in CLENE program

c) Keep informed on developments in WICHE, SWLA-SLICE and other regional programs

d) Report on developments in NEWS from The State Library